

**U.S. Department of Education**  
**2011 - Blue Ribbon Schools Program**  
**A Public School**

School Type (Public Schools): ☐ Charter ☐ Title 1 ☐ Magnet ☐ Choice  
(Check all that apply, if any)

Name of Principal: Ms. Maria Paese

Official School Name: Pearl River Middle School

School Mailing Address: 520 Gilbert Ave.  
Pearl River, NY 10965-3320

County: Rockland State School Code Number: 500308030009

Telephone: (845) 620-3870 E-mail: paesem@pearlriver.org

Fax: (845) 620-3894 Web URL: www.pearlriver.org

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge all information is accurate.

\_\_\_\_\_  
(Principal's Signature) Date \_\_\_\_\_

Name of Superintendent\*: Dr. Frank Auriemma Superintendent e-mail: auriemmaf@pearlriver.org

District Name: Pearl River UFSD District Phone: (845) 620-3900

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

\_\_\_\_\_  
(Superintendent's Signature) Date \_\_\_\_\_

Name of School Board President/Chairperson: Mr. Michael Clohessy

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

\_\_\_\_\_  
(School Board President's/Chairperson's Signature) Date \_\_\_\_\_

*\*Private Schools: If the information requested is not applicable, write N/A in the space.*

The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Blue Ribbon Schools Project Manager (aba.kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

## PART I - ELIGIBILITY CERTIFICATION

---

11NY6

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2010-2011 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2005.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2006, 2007, 2008, 2009 or 2010.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

## PART II - DEMOGRAPHIC DATA

11NY6

All data are the most recent year available.

### DISTRICT

1. Number of schools in the district: 3 Elementary schools  
(per district designation) 1 Middle/Junior high schools  
1 High schools  
0 K-12 schools  
5 Total schools in district
2. District per-pupil expenditure: 20585

### SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Suburban
4. Number of years the principal has been in her/his position at this school: 8
5. Number of students as of October 1, 2010 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total			# of Males	# of Females	Grade Total
PreK	0	0	0		6	99	103	202
K	0	0	0		7	88	120	208
1	0	0	0		8	0	0	0
2	0	0	0		9	0	0	0
3	0	0	0		10	0	0	0
4	0	0	0		11	0	0	0
5	108	102	210		12	0	0	0
Total in Applying School:								620

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native  
5 % Asian  
1 % Black or African American  
3 % Hispanic or Latino  
0 % Native Hawaiian or Other Pacific Islander  
91 % White  
0 % Two or more races  
100 % Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the 2009-2010 school year: 0%

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred <b>to</b> the school after October 1, 2009 until the end of the school year.	3
(2)	Number of students who transferred <b>from</b> the school after October 1, 2009 until the end of the school year.	2
(3)	Total of all transferred students [sum of rows (1) and (2)].	5
(4)	Total number of students in the school as of October 1, 2009	620
(5)	Total transferred students in row (3) divided by total students in row (4).	0.00
(6)	Amount in row (5) multiplied by 100.	0

8. Percent limited English proficient students in the school: 0%

Total number of limited English proficient students in the school: 0

Number of languages represented, not including English: 0

Specify languages:

9. Percent of students eligible for free/reduced-priced meals: 4%  
 Total number of students who qualify: 26

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 9%  
 Total number of students served: 57

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>4</u> Autism	<u>1</u> Orthopedic Impairment
<u>0</u> Deafness	<u>7</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>36</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>4</u> Speech or Language Impairment
<u>1</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>1</u> Mental Retardation	<u>1</u> Visual Impairment Including Blindness
<u>2</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>2</u>	<u>0</u>
Classroom teachers	<u>30</u>	<u>2</u>
Special resource teachers/specialists	<u>23</u>	<u>3</u>
Paraprofessionals	<u>13</u>	<u>0</u>
Support staff	<u>18</u>	<u>3</u>
Total number	<u>86</u>	<u>8</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1: 20:1

13. Show the attendance patterns of teachers and students as a percentage. Only high schools need to supply graduation rates. Briefly explain in the Notes section any student or teacher attendance rates under 95% and teacher turnover rates over 12% and fluctuations in graduation rates.

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Daily student attendance	96%	96%	99%	97%	90%
Daily teacher attendance	93%	92%	94%	93%	93%
Teacher turnover rate	0%	6%	3%	6%	8%
High school graduation rate	%	%	%	%	%

If these data are not available, explain and provide reasonable estimates.

Daily teacher attendance rate not available for 2005-06 due to change in tracking software. Estimated 93%

Daily teacher attendance under 95% for years 2005-06 through 2009-10 is attributed to maternity and family sick leaves.

14. For schools ending in grade 12 (high schools): Show what the students who graduated in Spring 2010 are doing as of Fall 2010.

Graduating class size: \_\_\_\_\_

Enrolled in a 4-year college or university	_____ %
Enrolled in a community college	_____ %
Enrolled in vocational training	_____ %
Found employment	_____ %
Military service	_____ %
Other	_____ %
<b>Total</b>	<b>_____ 0%</b>

## PART III - SUMMARY

---

11NY6

Pearl River Middle School's (PRMS) purpose is best articulated through our mission statement, "The Upward Quest To Be Your Best," and that of our district, "Every Child Can and Will Learn." These beliefs permeate our school community where staff, parents and students work as partners striving for excellence.

Located in Pearl River, Rockland County, New York in the lower Hudson Valley (20 miles northwest of New York City), and known as *The Town of Friendly People*, Pearl River is a welcoming suburban bedroom community of working middle and upper-middle class families. The only middle school in the district, PRMS serves 620 students in grades five through seven. Since students come to PRMS from three neighborhood elementary schools, part of our initial focus is on their bonding as a cohort for their continuation through PRMS to Pearl River High School for grades eight through twelve.

This kindergarten through commencement line-of-sight also drives our instructional and curricular approaches. Curriculum goals are based on the NYS Learning Standards and tailored to the individual needs of all students. We pride ourselves on our students' high achievement for which we have been recognized on the state and national levels. Pearl River School District (PRSD) was awarded the New York State (NYS) Governor's Excelsior Award in 1994 and the Malcolm Baldrige National Quality Award in 2001, among the first education recipients in the nation's history. The district is a member of the Tri-State Consortium, a cohort of high-performing districts who serve as critical friends, sharing and supporting our quest for excellence.

Instruction is organized around a team model with two teams of approximately 100 students per grade. Teachers are organized by teams and share common prep periods to facilitate articulation across grade levels and content areas and with parents. All faculty hold extra help hours either before or after school or during lunch for students seeking additional support outside of regular classroom instruction.

In addition to their core subjects of English/language arts (ELA), mathematics, science, social studies, world language (seventh grade) and physical education (PE), students also cycle through a Unified Arts rotation with courses in art, music, technology, health, and introduction to world language (sixth grade). Learning centers staffed by teachers and teaching assistants support individualized learning. The Challenge program provides enrichment. PRSD follows federal and state regulations in providing instructional and related support services for students with special needs as outlined in their Individualized Education Plans (IEP). PRMS strives to educate our special needs students in the least restrictive environment with maximum support through a continuum of resources.

Acknowledging the strong correlation between academic achievement and student involvement, PRMS offers an equally rich extra-curricular program including modified teams in track, soccer, basketball, wrestling and swimming and intramural activities in skiing and bowling. Students interested in drama and music participate in an all-school musical, talent show and concerts. Club offerings include art, computer, yearbook, school store, radio, weather, math Olympiad, newspaper, and homework. An active Student Council supports student activities and initiatives. All of these programs provide opportunities for students to develop leadership and responsibility.

Just like the community of Pearl River, civic responsibility is another priority at PRMS. Students are actively involved in supporting the needs of others through community service. Our musical production serves as a fundraiser for the Make-A-Wish Foundation with PRMS donating over \$5000 to help turn the wishes of children with terminal illness into reality. PRMS students consistently exceed the aggressive goals they set for themselves in frequent drives supporting the armed forces as well as annual food and clothing drives supporting those in need. This year, our fifth graders won the Gandhi Prize in Design for Change, an international contest where young people express their own ideas for a better world and put them into action. As winners, they will receive a host of educational games and plan to hold a Game Day

with local senior citizens to get to know one another better in a fun and welcoming environment. Conscious about their living environment as well, PRMS has migrated to electronic communication to save paper and also conducts a building-wide plastic recycling program, the proceeds from which support recess activities.

A large part of our student success, both in and out of the classroom, is attributed to the support of our parents and Parent Teacher Association (PTA). Nearly 100% of parents attend back-to-school night, parent/teacher conferences and informational meetings. We enjoy strong participation at parent visitation days, family barbecue and picnic, and the like. An active and involved PTA provides enrichment opportunities in the way of book fairs, cultural programs, career day, holiday celebrations and more. They also partner with us in providing financial support for student activities.

PRMS' consistently high academic performance coupled with a school culture that supports individual and community responsibility makes us the ideal candidate for a National Blue Ribbon honor and we would be proud to serve as a role model for other schools in our country.



## 1. Assessment Results:

The New York State Board of Regents has developed high learning standards for all students. To measure how students are meeting these standards, NYS has developed the NYS Assessment Program. PRMS students are assessed in ELA and mathematics in grades five, six and seven. Additionally, fifth grade students are assessed in social studies. In ELA, students are assessed on reading, listening, and writing for information and understanding, literary response and expression, and critical analysis and evaluation. The assessment contains multiple choice, constructed, and extended response questions. In mathematics, students are assessed on their understanding and ability to relate mathematical information. The assessment tool is comprised of multiple choice, short, and extended response questions. Additional information regarding the NYS Assessment Program and PRMS's results can be found at [www.nysed.gov](http://www.nysed.gov).

Student results in both ELA and mathematics are reported individually and by grade level according to graduated performance levels on a scale delineated from Level 1 (below standard), Level 2 (meets basic standard), Level 3 (meets proficiency standard) through Level 4 (exceeds proficiency standard). Between 99% and 100% of students are assessed, including students with disabilities.

Student results at PRMS over the four-year period, 2005-06 through 2008-09, show evidence of consistently high performance with the percentage of students scoring at Levels 3 and 4 (meeting or exceeding proficiency standards) increasing on both ELA and mathematics in all grade levels. Scores increased between five and 16 percentage points across the six assessments and the percentage of students meeting or exceeding standards ranged from 93% to 99% in 2008-09.

Results for the 2009-10 assessments dropped consistently across all six assessments due to a change in the scoring bands implemented by the New York State Department of Education (NYSED). Each year, NYSED determines the student performance expectation and scale scores for each level of proficiency across the range of performance levels 1 through 4. During 2009-2010, the Board of Regents raised the bar for Levels 2 and 3. A student scoring at or above the new Level 2 is on track to pass the English or math Regents exam required for high school graduation. A student scoring at or above the new Level 3 is on track to earn a college-ready score on the English or math Regents Examination. According to NYS senior deputy commissioner for P-12 education, John King, "These newly defined cut scores do not mean that students who were previously scoring at the proficient standard and are now labeled Basic have learned less. Rather, the lower number of students meeting the proficient standard reflects that we are setting the bar higher and we expect students, teachers, and parents to reach even higher to achieve these new targets."

Although PRMS' performance in both ELA and math remains strong, the dip in percentage of students at and above proficiency is due to this recalibration of scale and performance level scores. This is evidenced by the comparative drop in scores by PRMS relative to their peers in NYS outlined in the table below:

Assessment	PRMS 2009-10 Level 3 & 4	Change from 2008-09	NYS 2009-10 Level 3 & 4	Change from 2008-09
Grade 5 ELA	73%	-20 points	52%	-30 points
Grade 6 ELA	83%	-13 points	54%	-27 points
Grade 7 ELA	73%	-18 points	50%	-30 points
Grade 5 Math	90%	-9 points	65%	-23 points
Grade 6 Math	92%	-6 points	61%	-22 points
Grade 7 Math	90%	-8 points	62%	-25 points

Clearly, PRMS students outperform their counterparts across NYS consistently at all grade levels both in ELA and math and their performance has improved measurably over the five years that the assessment program has been in place.

Student performance data is reviewed by building and district administrators following each annual administration. This review includes sub-group data at both the group and individual level. Individual needs are addressed at the core classroom level as well as the support level in academic intervention, special education and related services. In the classroom, teachers conduct study skill sessions for targeted students, use differentiated instruction based on interest and ability levels, provide audio text for auditory learners, and refer students to learning center for individualized and small group instruction. Students scoring at the lowest levels also receive a focused small group period of instruction in ELA daily. Twice weekly, students also have the opportunity to attend the Homework Club for supervised support in the specific areas they need help. Simultaneous to instructional approaches, faculty and parents track and communicate regularly about individual student progress. This includes parent conferences, principal/teacher and counselor/teacher meetings, and teacher to teacher articulation.

While the small number of students in many of our subgroups can appear as significant statistical variations, our real focus is on meeting the individual needs of each and every student to ensure success.

## **2. Using Assessment Results:**

PRSD is a data-driven organization. Administrators, principals, and teachers at PRMS all track and use student assessment results to improve teaching and student performance. Results are compiled annually into a Data Book, an electronic compilation of student and teacher performance data. Each summer, administrators review the prior year's performance, set new targets for the coming year and identify the projects and tasks they will complete to achieve those results. Individuals or teams of administrators are responsible for each objective and track their progress with the superintendent throughout the year. The board of education provides input into and approves the goals and objectives at the start of each year and reviews the performance results at the close of each year.

Principals meet with teachers at the beginning of each school year to review the prior year's results and plan strategies for accomplishing the coming year's goals. Grade level teams review curriculum to ensure content is meeting the NYS standards in the core content areas.

Throughout the year, teachers continuously monitor student performance across a wide variety of assessments to ensure that what they are teaching is being learned. Some examples of how faculty and staff use data at PRSD to improve student learning include:

**Item Analysis:** Review the percentage of students who answer specific test questions correctly. Look for patterns. If a large percentage of students across the entire grade missed the question, then it is probably something lacking in the course content. If a large percentage of students in a certain class missed the question, then the teacher's instruction on that material may need to change. If random students miss the question, then the support for those individual students needs to be strengthened.

**Correlational Analysis:** Compare how students perform from one assessment to another. Look for areas of strength and weakness relative to the subject matter being tested as well as how the test is structured (i.e., multiple choice vs. fill-in-the-blank). Use the information to determine best ways to meet learning needs and close gaps in learning.

**Trendline Analysis:** Compare student performance over time across a wide variety of assessments. Look for early identification of possible downward trends to signal need for intervention. Similarly, identify upward trends and corresponding interventions to determine best practices.

**Assessment Alignment:** Teachers design in-class assessments to align with the NYS learning standards as well as the NYS assessments. They then analyze student performance on the in-class assessments to

inform progress on the learning standards and performance on the standardized tests. Curriculum and/or instruction are adapted based on performance gaps on these in-class assessments.

### **3. Communicating Assessment Results:**

PRMS assessment data relative to student performance are communicated regularly to students, parents, and the community in a timely and comprehensive process.

Prior to the release of results, the building principal reviews the NYS assessment program with teachers and parents, including the scoring bands, norms, and how the results will impact program. Parents are mailed the individual student assessment profiles detailing the student's performance on the NYS assessments. The profile includes a comparative analysis of how their child performed relative to NYS norms. Simultaneously, teachers receive the individual student assessment results so that they can use the individual student assessment data to plan and adjust instruction as well as to respond to parent inquiries.

In addition to the individual student profiles, the PRMS principal, together with the director of curriculum, presents assessment cohort group data to parents at PTA and other informational meetings. School counselors and teachers meet with parents upon their request to review their child's performance at any time during the school year. The Board of Education, superintendent, assistant superintendent, building principal, assistant principal and school counselors share overall student progress, including student assessment data, quarterly. The superintendent also presents an overview to faculty and staff of all district assessment data from the immediate past year during the opening Superintendent's Conference Day of each school year.

Assessment results are reported to parents and the community through presentations at Board of Education meetings, Parent Advisory Council meetings, PTA meetings, in district newsletters and the Annual Report, through news articles in the media and posted on the district website. These reports regularly include analysis of results together with strategic plans for supporting continuous student improvement.

### **4. Sharing Lessons Learned:**

PRSD conducts three full staff training days annually and holds staff meetings at the building level monthly where faculty and staff share educational strategies and best practices. Monthly administrative council meetings provide a professional forum for school administrators to share successful practices and evaluate existing programs. PRMS teachers sit on the Primary and Secondary Curriculum Advisory Councils for focused collaboration with their peers at the high school. Core content teachers meet quarterly with the director of curriculum to review curriculum alignment (vertically and horizontally), instructional resources and strategies, and assessment practice and performance.

Similarly, teachers meet twice monthly, once at the building level with their principal and other staff and once at the team or grade level. During these defined meetings, they share successful instructional, assessment, classroom management, and other support strategies with one another. This professional collaboration is a critical component in our success given our school is the only middle school in our district.

The PRMS principal meets monthly with colleagues of other districts in Rockland County where she shares best practices on instructional and curricular approaches with our middle school leaders.

As a Malcolm Baldrige National Quality Award recipient, PRSD has hosted visitors from across the country and around the world. PRMS faculty have shared how they use student performance data to improve instruction at countless Visitation Days hosted by the district for educators seeking to improve their own systems using a data-driven approach. They have also presented workshops at the National Quality in Education Conference, the National Quest Conference and other similar programs on the state and local levels.

PRSD is a member of the Tri-State Consortium, an organization comprised of high performing school districts in New York, New Jersey and Connecticut. Tri-State assists schools in using student performance data to develop a rigorous framework for systematic planning, assessment, accreditation and continuous improvement. As critical friends, the organization serves to advance teaching and learning by sharing best practices through the application of the Tri-State model.

## 1. Curriculum:

Changes and development in educational practices have brought about a student-centered focus at PRMS, that is both aligned and supported by our district mission that “all students can and will learn.”

Faculty collaboratively design curriculum maps around essential questions, understandings, content, processes and skills, based on the NYS learning standards. These maps guide core learning and content area curriculum across grades K-12. Curriculum design is always a work in progress, evolving to meet the needs of our students, educational mandates, and current research.

In the ELA curriculum, the intent focus on literacy and vocabulary builds from the elementary school foundation. Teachers assess initial reading levels and maintain running records as students progress. Students read a variety of literary genre, participate in literature circles and discussion groups, and work in other media including music, movies and the world-wide-web to support their immersion in literature. Teachers use the Writer’s Workshop Writing Process with peer editing, peer revising, and conferencing to develop writing skills, and infuse both grammar and no-excuse spelling throughout their writing instruction. Reading, writing, listening and speaking are also integrated into all subject and curriculum areas.

The mathematics curriculum is a blend of skill building and differentiated problem solving. The key phrase, “Students are not allowed to forget,” is reinforced through a spiraling approach. Teachers consistently reinforce, integrate and assess prior learning with new content. Teachers provide real-life context through special projects simulating real-life experiences. They infuse literacy into math through word problems where students learn to identify key words and interpret questioning as well as in writing assignments integrated into math instruction.

In science, teachers focus on the scientific method and experimentation to support student learning by seeking answers to probing questions through inquiry and analysis. Much instruction is hands-on learning supported by teacher demonstration. These higher-level cognitive processes allow students to use even the most basic information to explore theories, principles and concepts.

The social studies curriculum expands upon content in the elementary grades where the study focused primarily on New York State and the United States. The PRMS curriculum includes the geography, culture, history and economics of the Western Hemisphere, the ancient civilizations of Mesopotamia through to the Renaissance, and a more in-depth immersion into American history from the Age of Exploration through to the Civil War. Lessons are supported by historical fiction, projects and reflective journals. Teachers also intertwine current events as they relate to the curriculum being studied.

PRMS students in grade six, through a Unified Arts rotation, take an introductory course in world language where they are exposed to French, Spanish, Italian and Latin. In addition to covering the basic vocabulary and grammar of each language, the curriculum also introduces students to the languages’ respective cultures. Students then select a language to study in seventh grade and beyond from an informed perspective.

The PE, health and nutrition curricula support the development of healthy minds and healthy bodies. The PE program includes team sports, fitness activities, lifetime sports, cooperative games and a Project Adventure course. In addition to the extrinsic value of physical activity (cardio exercise, strength building, etc.), the PE curriculum provides for the intrinsic values of sportsmanship, fair play, problem solving, respect and tolerance. References to math, science, and social studies are optimized through scoring, fulcrum, orienteering, and the history of sports. The health and nutrition curriculum focuses on healthy choices and decisions with a progressive introduction of concepts through the grade levels. Health teachers practice “learning in motion” where physical activities in the curriculum help increase blood

flow to the brain. Again, literacy and comprehension are integrated into the PE, health and nutrition instruction.

In visual arts, students learn the elements of art, principals of design, color theory, and art terminology while exploring different media, linking history through art, and critiquing and analyzing works in an effort to help them become thoughtful and aware of other cultures. The music program consists of general music, as well as chorus, band and strings. The cultural contributions of the arts help students to develop a personal understanding of self and the diverse world in which we live. Reading and math skills are integrated and reinforced in both the art and music classrooms.

The technology curriculum covers the areas of design, research, manufacturing, and computers. Largely experiential, students work independently and in groups on hands-on projects building models, giving demonstrations, and using computer software and the world-wide-web. Curriculum content in technology is aligned with the grade level content in ELA, math, science and social studies to add relevance to the technology content and reinforce the core content.

PRMS faculty and staff see the students of today as the torchbearers of tomorrow's knowledge. Students are constantly being challenged in order to build their confidence and self-awareness so that they can be responsible for their own acquisition of skills and information. Through this practice, the PRMS curriculum is shaped so that every student has the opportunity to succeed.

## **2. Reading/English:**

***Because PRMS has an unusual grade configuration for middle school of five through seven, we opted to respond to both 2a and 2b.***

The reading/ELA curriculum at PRMS is aligned with the NYS learning standards, as well as specific grade-level objectives that go above and beyond expected state standards. Students are taught to listen, speak, read and write for information, understanding, critical analysis, evaluation, self-expression and social communication. PRMS implements a balanced literacy approach that includes Readers and Writers Workshop.

The ELA curriculum at PRMS revolves around the following key themes:

Grade 5: Patterns, values, change, responsibility, identity, self-discovery taught through poetry, values writing, historical fiction, friendly letters, advertisements, critical response, journal entry and personal reflection

Grade 6: Life spans, characteristics of greatness, change, life in the Middle Ages, and Shakespeare's contribution to the Renaissance taught through the fantasy genre, biographies, Jerry Spinelli, feature article study, historical fiction and adventure genre, *Midsummer Night's Dream* and other Shakespeare

Grade 7: Effective writing, effect of interactions and experiences on personal development, justice, power, personal beliefs, community, conflict, taking a stand, and identity taught through short stories and novels, *The Giver*, *Beyond the Burning Time* and the Salem Witch trials, poetry and drama, character analysis, *Roll of Thunder, Hear My Cry*, myths, fables and legends, Greek and Roman mythology, Aesop and American folklore

Teachers use differentiated novels based on student reading levels, an exploration of various genre, author studies and peer conferencing to improve the reading skills of all students at all performance levels. How this instruction is differentiated for students performing below grade levels is exemplified through teachers offering up to four novel choices by the same author for different levels of readers in the class. Instruction of concepts is consistent across this leveled reading opportunity to ensure all students learn the strategies being taught.

Teachers use one-to-one conferencing, running records, data analyses of NYS and other standardized assessments and teacher-made assessments, and encourage independent reading through the use of leveled novels to promote individual interests and motivation. Teachers also model reading through class read-alouds, literature circles and group discussions.

The writing curriculum includes performance outcomes at each grade level as well as a graduated sequence of activities that all students experience. The scope and sequence requires writing narrative, exploratory, persuasive, analytical and creative pieces across curriculum K-12. Students who are currently meeting or exceeding NYS learning goals all benefit from the implementation of these teaching strategies. Students who require additional support to meet grade level expectations receive these services through the PRMS learning center, resource room and skills support classes without missing core subject instruction.

The use of the district's model, PLAN-DO-STUDY-ACT, enables teachers to use data to plan reading and ELA instruction, carry out meaningful lessons, reflect on learning outcomes and act on differentiated needs accordingly.

### **3. Mathematics:**

The mathematics curriculum and skill development at PRMS follow the NYS standards. Teachers use a variety of resources to develop the curriculum collaboratively. They implement a spiral approach to lesson planning and daily instruction where they consistently reinforce, integrate and assess prior learning with new content. This spiral approach is also evidenced by the consistency of curriculum content across the three grades outlined below.

The mathematics curriculum at PRMS revolves around the following key themes:

Grade 5: Operations and relationships in math, organizing, interpreting and presenting information, the number system, shapes, expressing numbers in equivalent forms, comparing quantities, symbolically representing expressions and equations, and defining and measuring space in all three dimensions

Grade 6: Representing numbers algebraically, the number system, expressing numbers in equivalent forms, computing accurately, making reasonable estimates, measuring and comparing space, equivalence in math, identifying and justifying geometric relationships, measurement methods and formulas, and organizing information

Grade 7: Computing accurately, making reasonable estimates, measurement methods and formulas, the number system, expressing numbers in equivalent forms, making predictions based on data analysis, organizing, interpreting and presenting data, identifying and justifying geometric relationships, using patterns, relations and functions, and communicating mathematical information

Fifth and sixth grade students receive five periods of instruction in a four-day cycle with the fifth period being skill based. Integrating projects that portray real life application of mathematics also helps to reinforce proficiency while portraying the importance of math in every day life.

At the completion of sixth grade, teachers together with the principal review the performance of all students across a cadre of assessments including standardized test results, teacher-made assessment results, and report cards. Using a rubric for these assessments, they identify students to enter into an advanced pre-algebra class beginning in the seventh grade. Students whose performance straddles the minimum requirements are accepted into the program. Teachers together with the building principal then closely track all students in the program for the first five weeks and any students struggling may be moved into the regular seventh grade math class. Conversely, students who excel in math seven during the first five weeks of school may be moved into pre-algebra. In any given year, approximately 35% of the seventh grade completes pre-algebra.

Similar to reading/ELA, students who require additional support to meet grade level expectations receive services through the learning center, resource room and skills support classes without missing core subject instruction.

### **4. Additional Curriculum Area:**

The science curriculum at PRMS aligns with the NYS learning standards. Teachers incorporate lab work and projects into classroom instruction to enhance learning.

The science curriculum at PRMS revolves around the following key themes:

Grade 5: Water and aquatic organisms, the effects of physical conditions on an organism, and the effects of weather and climate on life on Earth taught through pond studies, observation, compound microscopes, research skills, and writing informative paragraphs

Grade 6: Answering questions through controlled experiments, the impact of natural forces on the Earth over time, earthquakes and volcanoes, rocks and minerals, matter, and abiotic and biotic factors taught through the scientific method, measuring, analyzing data, using models and diagrams, predicting, inferring and drawing conclusions, latitude and longitude to plot and identify patterns, identification tests and mineral samples, the rock cycle, density concepts, atomic model, atoms and periodic table, reporting on an element, differentiating between physical and chemical changes, local ecosystems studies, graphing population changes, research, oral presentation and reflection

Grade 7: Composition of a cell, plant and animal cells, cell reproduction, genetics using Punnet Squares, relationship between cells, tissues, organs and organ systems, the skeletal system, the sensory system, the circulatory system, the respiratory system, the nervous system, and an electrical circuit taught through compound microscopes, labs and performance tasks

Consistent with PRMS' focus on literacy and vocabulary across the content areas, science teachers focus on developing writing skills through science vocabulary development, note-taking strategies, daily reflections, report writing and the use of graphic organizers. Reading is integrated through the use of text books, reference materials, online resources, news and media stories about science where students are exposed to a wide variety of written information, reports and data that they must understand and interpret. Additionally, teachers have students identify the reason why they missed a question or item on a test or homework as part of their guided self-learning.

## **5. Instructional Methods:**

PRMS is dedicated to providing a challenging education that meets the needs of all students. At the start of each school year, teachers develop goals in consultation with the principal that will help them improve their delivery of instruction. They follow the PLAN-DO-STUDY-ACT approach to instruction where learning goals are established, implemented, analyzed and adjusted as needed. Teachers differentiate instruction based on the analysis of student performance and continually check for understanding. Instruction is differentiated through leveled lessons, leveled resources, variation of media to meet the needs of different types of learners (IE: auditory vs. visual), pairing and grouping of students at similar levels, and varying materials to meet the needs of different interests.

Instructional methods include lecture, demonstration and modeling, inquiry, mini-lessons, group work, partnering, and individual work. Teachers integrate a wide variety of resources into their daily teaching including textbooks, workbooks, fiction and non-fiction novels, poetry, short stories, newspapers and magazines, online resources, reference materials, guest experts and field or content specialists, pen pals, the school media center, audio resources, film, art, and music. They use a host of technical supports to enhance learning including Smartboards, ELMOs (electronic loaded media object), skype, and more.

All students take a full year of a Personalized Educational Program (PEP) rotation with quarterly units of study designed specifically for their grade level. Fifth graders take a home and careers unit focusing on cooking, laundry and self-sufficiency skills, a poetry corner unit, a geography and map skills unit, and a science unit that expands on the fifth grade science curriculum. Sixth graders take home and careers, an ELA unit with enhanced poetry and literature, a science unit that expands upon the sixth grade science curriculum, and a social studies unit that focuses on research. Seventh graders take a home and careers unit that focuses on finance, a study skills unit preparing them for high school, a historical fiction aligned with their social studies curriculum, and a science unit that expands upon the seventh grade science curriculum.

Students requiring additional assistance have many opportunities for instructional support. Within the classroom, teachers provide extra help before, during and after school. They also pair and group students at varying levels to enhance learning. The Homework Club provides structured support two afternoons each week. Students attend the PRMS learning center, resource room and skills support classes with



different and varied materials for more individualized and focused support. Speech and language therapy, occupational therapy, and physical therapy are also provided as determined through the committee on special education.

Evaluating and improving instruction is a continual process at PRMS supported by monitoring student performance, benchmarking best practices, and the use of assessment results, peer evaluation and current research.

## **6. Professional Development:**

Professional development activities are developed by the PRSD Professional Development Committee, which is comprised of administrators, teachers, and teaching assistants. The plans are linked to the NYS learning standards as well as the district goals and objectives. The committee uses student and staff performance data to outline specific needs and designs and delivers plans accordingly. A sophisticated data warehouse provides for analysis of teacher performance across a wide variety of strata to more accurately determine areas in need of improvement.

All new staff members attend a two-day orientation program in August, as well as monthly professional development workshops. In addition, new staff spends two full days with a consultant on effective teaching through higher order questioning techniques addressing Bloom's Taxonomy. Teachers new to the profession are assigned a mentor, a colleague faculty member, for their first year at PRSD. These mentors are afforded the opportunity to attend with their mentees the orientation as well as the full day sessions on effective teaching.

In-service courses are available to all staff members. Three Superintendent's Conference Days provide training across the entire faculty and staff and at the building, grade and department levels. Alumni of the effective teaching program introduced during new staff orientation also attend one of two alumni sessions bi-annually with the consultant as both a refresher and to share best practices.

At the building level, PRMS faculty meet bi-monthly in faculty meetings, one of which is more general information sharing. The second meeting is dedicated to topics within the building that faculty feel warrant discussion, planning and implementation of new approaches. These have included the use of both teacher-made and standardized assessments, social climate, classroom management, grading, homework, and character building.

The director of technology coordinates technology training for both hardware and software programs to enhance student instruction. The director of curriculum meets with teachers across the district by grade level on a quarterly basis to refine curriculum and share teaching strategies and best practices. Teachers are also required to perform 21 hours of professional development independent of the district's offerings. Funds are budgeted to allow for teachers to attend workshops that will support classroom instruction. PRSD uses My Learning Plan, a web-based program to track professional development.

## **7. School Leadership:**

To create a climate that fosters excellence, the PRMS principal and assistant principal collaborate with all stakeholders to clearly articulate the goals set by the district at the beginning of each school year. A cooperative and empowered management approach is evidenced through the principal holding monthly meetings with team leaders, content specialists, faculty and staff, the Building Leadership Team (BLT), the PTA, and weekly meetings with the Child Study Team (CST). During these meetings, all members have the opportunity to voice opinions, express concerns, and contribute to priorities, planning and solutions. The principal and assistant principal use these valuable interactions as inputs into their focus and leadership of the PRMS school community. In addition, the principal's open door policy provides continuous accessibility for staff, parents, students and the community.

At the beginning of each school year, the principal reviews with faculty and staff the assessment data from recent prior years together with the specific target goals established by the district administration

and board of education. Developing approaches and strategies to meet the new targets takes place through the continuum of monthly/weekly meetings outlined above. For example, team leaders and content specialists, together with the principal, may identify strengthening vocabulary as a strategy to improve student performance on the NYS ELA assessment. Through the principal's scheduling of the building, teachers then meet vertically as a grade and horizontally as a department to refine curriculum and instructional approaches.

Through the CST, faculty and staff address specific and individual concerns regarding students who are struggling. Whenever faculty and staff identify students in need, the principal secures coverage so that the faculty member can present their concerns to the CST at their next weekly meeting where they review the child's progress and determine new strategies and support services to implement immediately. They also establish a schedule for progress review to determine whether interventions are successful.

The BLT, comprised of the school administration, faculty and staff representatives, and parents, establish annual school goals to support the building's target goals. Their focus includes building program and climate matters that support effective teaching and student success. For example, this year's BLT plan includes: (1) Provide teachers with resources to teach a variety of writing genres across disciplines. (2) Utilize the morning announcements to unite our school community by beginning each day with a fascinating fact, a healthy choice challenge, an inspirational quote, etc. This takes the form of a radio show hosted by the principal with contests, student guest hosts, and prizes. (3) Foster a positive school climate that embraces the individuality of all through "mix-it-up" activities, student assemblies and student surveys.

# PART VII - ASSESSMENT RESULTS

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 5 Test: New York State Performance Assessment Mathematics

Edition/Publication Year: Annual Publisher: CTB McGraw Hill

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Meeting plus Exceeding State Standards	90	99	96	93	93
Exceeding State Standards	48	58	50	36	40
Number of students tested	196	204	202	225	182
Percent of total students tested	99	99	100	100	100
Number of students alternatively assessed	0	0	0	0	1
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Meeting plus Exceeding State Standards	46		83	73	
Exceeding State Standards			42	18	
Number of students tested	13		12	11	
<b>2. African American Students</b>					
Meeting plus Exceeding State Standards					
Exceeding State Standards					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Meeting plus Exceeding State Standards			100	82	
Exceeding State Standards			40	9	
Number of students tested			10	11	
<b>4. Special Education Students</b>					
Meeting plus Exceeding State Standards	40	100	63	50	59
Exceeding State Standards		24	17	9	9
Number of students tested	20	17	24	22	22
<b>5. English Language Learner Students</b>					
Meeting plus Exceeding State Standards					
Exceeding State Standards					
Number of students tested					
<b>6. Asian or Native Hawaiian/Other Pacific Islander</b>					
Meeting plus Exceeding State Standards		100			92
Exceeding State Standards		85			67
Number of students tested		13			12
<b>NOTES:</b>					

11NY6

## STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 5 Test: New York State Performance Assessment ELA

Edition/Publication Year: Annual Publisher: CTB McGraw Hill

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Jan	Jan	Jan	Jan
<b>SCHOOL SCORES</b>					
Meets plus Exceeds Proficiency Standard	73	93	92	89	88
Exceeds Proficiency Standard	24	19	9	9	20
Number of students tested	197	204	205	224	178
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	1
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Meets plus Exceeds Proficiency Standard	62		83	82	
Exceeds Proficiency Standard			8	0	
Number of students tested	13		12	11	
<b>2. African American Students</b>					
Meets plus Exceeds Proficiency Standard					
Exceeds Proficiency Standard					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Meets plus Exceeds Proficiency Standard			100	64	
Exceeds Proficiency Standard			10	0	
Number of students tested			10	11	
<b>4. Special Education Students</b>					
Meets plus Exceeds Proficiency Standard	10	71	54	57	50
Exceeds Proficiency Standard		6	0	0	5
Number of students tested	20	17	24	21	22
<b>5. English Language Learner Students</b>					
Meets plus Exceeds Proficiency Standard					
Exceeds Proficiency Standard					
Number of students tested					
<b>6. Asian or Native Hawaiian/Other Pacific Islander</b>					
Meets plus Exceeds Proficiency Standard		92			91
Exceeds Proficiency Standard		15			9
Number of students tested		13			11
<b>NOTES:</b>					

11NY6

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 6 Test: New York State Performance Assessment Mathematics

Edition/Publication Year: Annual Publisher: CTB McGraw Hill

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Meeting plus Exceeding State Standards	92	98	96	96	92
Exceeding State Standards	51	58	47	50	25
Number of students tested	207	203	225	187	206
Percent of total students tested	100	99	100	100	100
Number of students alternatively assessed	0	0	0	0	1
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Meeting plus Exceeding State Standards			91	91	
Exceeding State Standards			36	36	
Number of students tested			11	11	
<b>2. African American Students</b>					
Meeting plus Exceeding State Standards					
Exceeding State Standards					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Meeting plus Exceeding State Standards			100		
Exceeding State Standards			40		
Number of students tested			10		
<b>4. Special Education Students</b>					
Meeting plus Exceeding State Standards	64	78	63	63	54
Exceeding State Standards		13	13	5	8
Number of students tested	14	23	24	19	24
<b>5. English Language Learner Students</b>					
Meeting plus Exceeding State Standards					
Exceeding State Standards					
Number of students tested					
<b>6. Asian or Native Hawaiian/Other Pacific Islander</b>					
Meeting plus Exceeding State Standards	100			100	
Exceeding State Standards				67	
Number of students tested	14			12	
<b>NOTES:</b>					

11NY6

## STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 6 Test: New York State Performance Assessment ELA

Edition/Publication Year: Annual Publisher: CTB McGraw Hill

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Jan	Jan	Jan	Jan
<b>SCHOOL SCORES</b>					
Meeting plus Exceeding State Standards	83	96	90	83	86
Exceeding State Standards	15	15	8	9	31
Number of students tested	204	204	225	187	205
Percent of total students tested	99	100	100	100	100
Number of students alternatively assessed	0	0	0	0	1
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Meeting plus Exceeding State Standards			73	60	
Exceeding State Standards			0	0	
Number of students tested			11	10	
<b>2. African American Students</b>					
Meeting plus Exceeding State Standards					
Exceeding State Standards					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Meeting plus Exceeding State Standards			90		
Exceeding State Standards			0		
Number of students tested			10		
<b>4. Special Education Students</b>					
Meeting plus Exceeding State Standards	55	70	42	35	42
Exceeding State Standards		0	0	0	8
Number of students tested	11	23	24	20	24
<b>5. English Language Learner Students</b>					
Meeting plus Exceeding State Standards					
Exceeding State Standards					
Number of students tested					
<b>6. Asian or Native Hawaiian/Other Pacific Islander</b>					
Meeting plus Exceeding State Standards	86			82	
Exceeding State Standards				9	
Number of students tested	14			11	
<b>NOTES:</b>					

11NY6

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 7 Test: New York State Performance Assessment Mathematics

Edition/Publication Year: Annual Publisher: CTB McGraw Hill

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Meeting plus Exceeding State Standards	90	98	98	98	91
Exceeding State Standards	58	49	69	47	28
Number of students tested	209	231	185	207	207
Percent of total students tested	99	99	100	100	100
Number of students alternatively assessed	0	0	2	0	1
Percent of students alternatively assessed	0	0	1	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Meeting plus Exceeding State Standards	42	92	90	73	92
Exceeding State Standards		8	50	0	15
Number of students tested	12	12	10	11	13
<b>2. African American Students</b>					
Meeting plus Exceeding State Standards					
Exceeding State Standards					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Meeting plus Exceeding State Standards		100			70
Exceeding State Standards		31			0
Number of students tested		13			10
<b>4. Special Education Students</b>					
Meeting plus Exceeding State Standards	36	77	81	87	50
Exceeding State Standards		9	14	9	4
Number of students tested	25	22	21	23	26
<b>5. English Language Learner Students</b>					
Meeting plus Exceeding State Standards					
Exceeding State Standards					
Number of students tested					
<b>6. Asian or Native Hawaiian/Other Pacific Islander</b>					
Meeting plus Exceeding State Standards			100		
Exceeding State Standards			77		
Number of students tested			13		
<b>NOTES:</b> Percent of total students tested: New York State reports the percent of total students tested on a school wide basis by subject. Percentages reported are for all three grades enrolled at Pearl River Middle School, grades 5-7.					

11NY6

## STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 7 Test: New York State Performance Assessment ELA

Edition/Publication Year: Annual Publisher: CTB McGraw Hill

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Jan	Jan	Jan	Jan
<b>SCHOOL SCORES</b>					
Meeting plus Exceeding State Standards	73	95	85	85	79
Exceeding State Standards	17	7	6	12	10
Number of students tested	208	232	187	207	208
Percent of total students tested	99	100	100	100	100
Number of students alternatively assessed	0	0	2	0	1
Percent of students alternatively assessed	0	0	1	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Meeting plus Exceeding State Standards	33	83	80	45	67
Exceeding State Standards		8	0	0	0
Number of students tested	12	12	10	11	12
<b>2. African American Students</b>					
Meeting plus Exceeding State Standards					
Exceeding State Standards					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Meeting plus Exceeding State Standards		86			
Exceeding State Standards		14			
Number of students tested		14			
<b>4. Special Education Students</b>					
Meeting plus Exceeding State Standards	26	63	43	57	23
Exceeding State Standards		0	0	0	0
Number of students tested	23	24	23	23	26
<b>5. English Language Learner Students</b>					
Meeting plus Exceeding State Standards					
Exceeding State Standards					
Number of students tested					
<b>6. Asian or Native Hawaiian/Other Pacific Islander</b>					
Meeting plus Exceeding State Standards			92		
Exceeding State Standards			15		
Number of students tested			13		
<b>NOTES:</b>					

11NY6



# STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 0

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Meets plus Exceeds Proficiency Standard	91	98	96	0	0
Exceeds Proficiency Standard	52	53	54	0	0
Number of students tested	612	638	612	0	0
Percent of total students tested	99	99	99	0	0
Number of students alternatively assessed	0	0	2		
Percent of students alternatively assessed	0	0	1		
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Meets plus Exceeds Proficiency Standard	53	92	88		
Exceeds Proficiency Standard					
Number of students tested	32	26	33		
<b>2. African American Students</b>					
Meets plus Exceeds Proficiency Standard					
Exceeds Proficiency Standard					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Meets plus Exceeds Proficiency Standard	84	100	100		
Exceeds Proficiency Standard					
Number of students tested	19	27	26		
<b>4. Special Education Students</b>					
Meets plus Exceeds Proficiency Standard	44	83	67		
Exceeds Proficiency Standard					
Number of students tested	59	59	67		
<b>5. English Language Learner Students</b>					
Meets plus Exceeds Proficiency Standard					
Exceeds Proficiency Standard					
Number of students tested					
<b>6. Asian or Pacific Islander</b>					
Meets plus Exceeds Proficiency Standard	100	100	100		
Exceeds Proficiency Standard					
Number of students tested	28	29	27		
<b>NOTES:</b> 1. NYSED does not report percentage of subgroups scoring at Band 4 (Advanced) 2. NYSED does not publish school wide data prior to 2007-08					

11NY6

# STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 0

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Jan	Jan	Jan	Jan
<b>SCHOOL SCORES</b>					
Meets plus Exceeds Proficiency Standards	76	95	89	0	0
Exceeds Proficiency Standard	19	13	8	0	0
Number of students tested	609	640	617	0	0
Percent of total students tested	99	99	99	0	0
Number of students alternatively assessed	0	2	2		
Percent of students alternatively assessed	0	1	1		
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Meets plus Exceeds Proficiency Standards	52	89	79		
Exceeds Proficiency Standard					
Number of students tested	31	27	33		
<b>2. African American Students</b>					
Meets plus Exceeds Proficiency Standards					
Exceeds Proficiency Standard					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Meets plus Exceeds Proficiency Standards	68	93	92		
Exceeds Proficiency Standard					
Number of students tested	19	28	26		
<b>4. Special Education Students</b>					
Meets plus Exceeds Proficiency Standards	26	66	45		
Exceeds Proficiency Standard					
Number of students tested	54	62	69		
<b>5. English Language Learner Students</b>					
Meets plus Exceeds Proficiency Standards					
Exceeds Proficiency Standard					
Number of students tested					
<b>6. Asian or Pacific Islander</b>					
Meets plus Exceeds Proficiency Standards	86	96	81		
Exceeds Proficiency Standard					
Number of students tested	28	27	27		
<b>NOTES:</b> 1. NYSED does not report percentage of subgroups scoring at Band 4 (Advanced) 2. NYSED does not publish school wide data prior to 2007-08					

11NY6